

# Foundations of Canadian

Physical Education, Recreation,  
and Sports Studies

Second Edition

Anderson

Broom

Pooley

Schrodt

Brown



# Foundations of Canadian Physical Education, Recreation, and Sports Studies

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Cover design by Rokusek Design

Copyedited by Linda L. Gomoll

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A Times Mirror Company

Library of Congress Catalog Card Number: 94-71882

ISBN 0-697-12597-1

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Printed in the United States of America by Wm. C. Brown Communications, Inc.,  
2460 Kerper Boulevard, Dubuque, IA 52001

10 9 8 7 6 5 4 3 2 1

# Foreword

There are few human pursuits that excite the emotions or bring as much pleasure to the involved as does sport. The enormous demand by Canadians for access to opportunities for participation in a sport of their choosing continues to escalate across the country as, indeed, does the desire of millions to learn the necessary skills to meaningfully engage in such pursuits.

The allied domains of sport, physical education, and recreation together comprise an important industry in every modern industrial and postindustrial society. The economic dimensions of this industry have long been overlooked and, because the overall dimensions of the industry are difficult to define, they are also poorly understood. Nonetheless, the economic impact of these domains is being increasingly recognized to be a significant factor in national economies. Apart from its significance for economic purposes, this is an industry that should also be recognized for its positive contributions to a society because it is focused almost exclusively on benefiting human lives. Further, political awareness among governments for the importance of promoting active life-styles through participation in sport and exercise programs has also become an increasingly important platform for advancing national health goals. Hence, there is an obvious need for universities to educate and train graduates to pursue a multiplicity of careers in this industry to serve the public interest.

The variety of career choices in sport science, physical education, and recreation has created some problems within the physical education curriculum structure. Different university faculties of physical education have responded in a variety of ways to maximize their own potential for servicing the changing marketplace. Without a well-ordered and rationalized knowledge structure, a plethora of titles, courses, and programs have recently emerged across the nation, giving further the appearance of a field lacking in focus.

In an attempt to respond to this apparent diversification in programs of professional preparation, several of the deans and directors of physical education across Canada have, in recent years, debated the need for a common introductory knowledge core to the various subdisciplinary component subsuming the study of physical education as a discipline. For some of us, this has been an important issue. A widely accepted common core of knowledge, virtually standardized among the universities or at least several of them, would be an important step toward gaining broader recognition for disciplinary status. Achieving agreement as to what such a common core might look like is, unfortunately, another matter.

The appearance of this volume is therefore very timely for it can serve as a first step in the direction of defining a basic core in subject matter. This book provides the first year physical education, recreation, or sports studies student with both an introduction to study in the field along with some exposure to the overall complexity of the issues and problems facing it.

In only a few short years, perhaps twenty at the most, the knowledge base underlying the study of sport and exercise, along with the applied knowledge required for professional practice, has expanded at an unprecedented rate. Only twenty or so years ago, physical education professionals relied almost exclusively on borrowed knowledge from allied parent disciplines. Today, much of our knowledge, by contrast, is generated within the field. Physical education and sport science scholars seek not only to solve the unique problems associated with the phenomena of physical activity but also to better understand these phenomena as distinct entities in society. Gradually, also, the subfields that exist under the umbrella of physical education and physical activity are developing specific vocabularies appropriate to their knowledge domains, and the day is not far off when the field as a whole will stand on its own feet without having to coin terms, titles, and descriptors borrowed from other disciplines.

While not all will agree on the approach taken by David Anderson in presenting an introductory knowledge core for the field, he and his contributors have nonetheless made an important contribution toward consolidating an introductory core of knowledge basic to physical education and sport. Having taken the initiative, the authors of the chapters in this volume may well have focused future discussion on what the appropriate core of knowledge might more ideally be.

W. Robert Morford  
University of British Columbia

# Preface

This text presents a selected overview of the discipline and its professions that are a part of physical education, recreation, physical activity, and sport in Canada. It is developed so that prospective students might acquire an understanding of the vast dimensions of the various fields of knowledge which are the foundations of study and research in the area.

Although there still exists a lack of scholarly agreement as to what this discipline's descriptive title should be (e.g., kinesiology, human kinetics and leisure, physical education and recreation, etc.), what created and unites it was, and is, the need and desire to better understand the art and science of the why and how of human movement and physical performance. The body of knowledge, procedures, and processes of dissemination stem from many of the more established disciplines such as history, philosophy, psychology, sociology, biological sciences, and physics. This interdisciplinary approach, explained in the text, is also applicable to the descriptions of the careers and professions that are the product of the study of the discipline. The structure of the text follows these diverse sources of knowledge and ultimately applies them to physical activity—the core of physical education, recreation, and sport. A further stated purpose of the authors is to present original content pertaining to a Canadian thrust in the study of physical activity.

The reader will find that segments of the text such as the biological, psychological, philosophical, and definitional areas are for the most part universal in content, presentation, and scope. However, even these areas are based, where appropriate, upon Canadian research data and cultural identity. In fulfillment of the aim of the authors to present a point of view based upon Canadian cultural adaptations and developments in physical education, recreation, and sport, this publication becomes a much-needed introductory text for professional preparation. Due to the need to be selective in a text of this nature, omissions inevitably occur. Instructors should supplement this work with selected

readings, information, theories, or concepts that would be personally, locally, or regionally appropriate. In addition, it may be necessary for an instructor to use only selected sections of the book because of course length, course description, or institutional curriculum needs, thus utilizing the text as a basis for a series of courses within a program of professional development. *This use of the text, as an initial or as a reference for information, is evident in Part V (the bioscience chapter) which can be modified by the deletion or expansion of many topics and theories relative to human anatomy, the mechanics of motion, and the physiology of the human body.*

A brief explanation should be given with regard to some of the choices in content and emphasis that have been made by the authors. First, in the introductory unit (Part I) concepts such as leisure and play receive a more thorough examination of source, meaning, and application of the term than do, for example, recreation and sport. The concepts of leisure and play are broad terms in both nature and application and they are the antecedents to the understanding of the more exact concepts of recreation, sports, and/or athletics. Therefore, it was determined that they required a more extensive description.

Second, in Part II, *Philosophical and Historical Foundations*, there is a section on method of inquiry of philosophical ideas in physical activity and sport. This section is meant to introduce students to some of the ways by which they will proceed in further study of this area. Hence, it may not be appropriate to all introductory courses in undergraduate curricula.

Additionally, upon a closer examination of the chapter structure one will be aware of the significant Canadian content and presentation within some of these: *History of Sport in Canada* and the Appendices; *Sociocultural Context and Values in Sport*; *Socialization Into, Via, and Out of Physical Activity and Sport*; *The Canadian Amateur Sport and Recreation Delivery System*; *Government in Sport and Recreation*; and the contemporary issues chapter—*The Present and the Future*.

Finally, those using the text should be aware of the two basic methods used by the authors in presenting the material. Some chapters use the technique of *sampling* by developing selected study areas within a foundation topic (for example, Part III on sociocultural contexts in physical activity and sport) while other chapters present an *overview* of the foundation subject (for example, Part III on psychological concepts).

Although much of the content and approach identify the book as a Canadian text, its contribution to the discipline is not limited to national confines. On the contrary, as one of the first in its field, it should be a useful addition for many instructors, students, and researchers who work in the area of comparative studies in physical education, recreation, leisure, and sport. It is the opinion of the authors that *Foundations of Canadian Physical Education, Recreation, and Sports Studies* will demonstrate both unique and typical aspects of physical activity in other societies as well as our own.

A special note of appreciation is extended to Professors James A. P. Day (University of Lethbridge), Terry Bangen (Cariboo College), and Don Morrow (The University of Western Ontario) for their very helpful reviews of the manuscript.

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# **PART ONE**

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## **Introduction to Canadian Physical Education, Recreation, and Sports Studies**

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# CHAPTER 1

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## The Discipline and the Profession

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David Anderson

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For decades it has been a common practice for authors in introductory texts such as this to attempt to identify and clarify for prospective students of an academic and professional discipline precisely what the discipline is, exactly what it offers for study, and how it differs from other disciplinary subject areas and their related professions.

### HISTORICAL PROBLEMS IN PERS STUDIES

In the case of physical education, recreation, and sports (PERS) studies, this is no easy matter. To begin with, the discipline referred to in this text as PERS has yet to gain a universal academic identification or title such as those its sister disciplines are known by (e.g., biology, sociology, psychology, philosophy, history). Further, we are confronted with the fact that most students entering a postsecondary institution for advanced study in PERS have participated in programs of physical education, recreation, or sports but have studied little of the meaning, purpose, or content of the subject area in a formal way, as they would have done in their school curricula in the traditional disciplines. They have *participated* in the subject area, not *studied* it.

Our difficulty is reflected in the compound nature of the title of this text which for many, and rightly so, would not be considered all-inclusive in its



Physical recreation—active and fun.

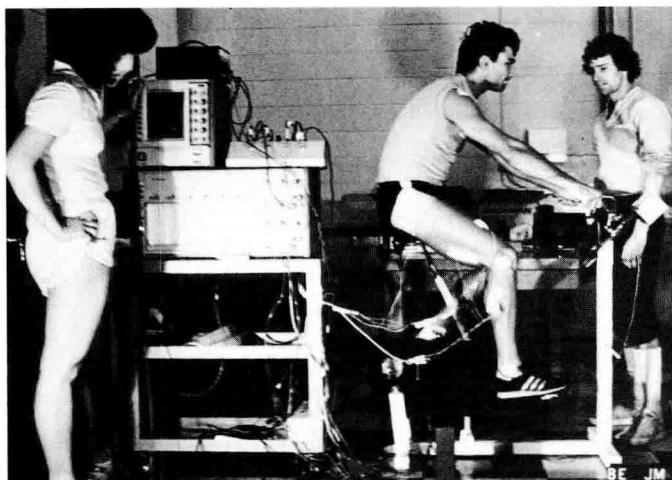
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description of the discipline. However, some semblance of reason must prevail with regard to length of a textbook title. Additional discussion concerning the question of title of the academic discipline will occur later in this chapter. At this point let us simply realize that problems of definition and title have always beset developing disciplines such as ours.

Another difficulty one faces when asking the above questions of the what, why, and how of this area of study is the significant complexity and the variety of knowledge which comprise PERS studies in either a pure disciplinary approach or in its corresponding professions. However, this complexity can perhaps best be understood by realizing that much of what one must learn and know involves the same knowledge and skills as those demanded by humanities and the social sciences. This is often referred to as the **art of PERS**. In this context, the authors are not merely indicating the classical art forms of sculpture, painting, dance, or rhythmic as they pertain to human movement, but to a broader meaning of art as exemplified by those areas of knowledge and skill which are an integral part of the humanities and social sciences and which may be applied to physical activity. Some examples are the many sociological theories and concepts that are a part of PERS studies; the unique skills needed in its methods of instruction and communication; the understanding of the characteristics of human behaviour, personality, and intellectual development; the learning and growth of physical skills; the development of philosophical precepts and historical framework; and a host of other cognitive and psychomotor knowledge.

On the other hand, the **science of PERS** is no less formidable in its scope and content than the continuing explosion of man's knowledge and understanding in the biology, physiology, and mechanics of the human body in





A bicycle ergometer for measuring cardiorespiratory output—science of physical activity and sport.

movement and stress which is the foundation of much of our study of man and physical activity. Those sciences relating to physical activity and sport are of such importance and detail that several courses in an undergraduate program are usually basic requirements for the completion of a degree. However, the authors are only able to give the introductory student a cursory overview of this area as presented in chapter 10. Therefore, one must recognize that to be a good teacher, coach, scientist, recreationalist, fitness instructor, therapist, or any other kind of practitioner in the many and varied professions related to PERS, there is a blending of the art and science of PERS which must take place—both qualitatively and quantitatively. In other words, if a student in PERS chooses to be a recreationalist, then the content of his or her professional preparation will be significantly different than if one chooses to be a secondary school physical education teacher or a sport scientist. Students entering the field of PERS should be concerned with an emphasis in study that will satisfy their personal needs and professional aspirations. Counselling in curriculum development is necessary as students become aware of the variety and complexity of choice and direction that confront them.

Finally, there exists a constantly changing body of knowledge within the subject area of PERS. It is therefore hoped by the authors that this chapter and chapter 11 on careers will assist in the process of decision making as the student tackles the problem of personal choice and direction within PERS. These choices will become clearer as the student becomes more familiar with what the discipline and its many subject fields and related professions achieve, and why and how one reaches those levels of achievement.